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Par ce document, le MEQ veut: 1. clarifier les principes sous-jacents, les buts et les objectifs des services aux étudiants; 2. définir les orientations particulières pour les divers domaines d'intervention dans les services fournis aux étudiants; 3. spécifier certaines responsabilités des enseignants, des écoles et des commissions scolaires par rapport à ces services. Le document est adressé à tous les intervenants du système scolaire. Ce n'est pas un document qui impose des règles. Il veut plutôt encourager les efforts déjà faits dans les écoles, clarifier les grandes orientations auxquelles on doit accorder la priorité dans le domaine des services aux étudiants, à la lumière des règlements déjà publiés. Le document propose donc un cadre général d'organisation des services aux étudiants.

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School: A Place to Grow

Organizational Framework for Student Services

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Québec

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School: A Place to Grow

Organizational Framework for Student Services

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FOREWORD

In **The Schools of Québec,**[1] the ministère de l'Éducation outlined orientations intended to ensure the full development of each student's potential. At the same time, the Ministère reaffirmed the need to provide various kinds of support services to enrich the teaching and learning activities offered in the schools, and to create an environment conducive to students' growth. **School: A Place to Grow** suggests a general framework for organizing such services. The document has met with a positive response during consultations with members of the educational community, and is now being made available to all Québec schools and school boards.

School: A Place to Grow is based largely on actual experience in schools and school boards throughout Québec. The diversity of this experience clearly shows the different ways in which the specific areas of intervention can be explored, depending on the interests and characteristics of the particular milieus. For this reason, the ministère de l'Éducation has limited itself to defining a general organizational framework. The information it contains should assist schools and school boards in further developing student services which reflect their own concerns and particular characteristics.

This document is not prescriptive. It is designed rather to encourage the efforts already being made in schools, and to clarify the broad orientations which should be given priority in the area of student services in light of the sections of the **Regulations**[2] relating to these services. More specifically, it is an attempt:

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[1] Québec, ministère de l'Éducation, **The Schools of Québec: Policy Statement and Plan of Action,** Code 49-1070A (Québec: ministère de l'Éducation, 1979).

[2] Québec, ministère de l'Éducation, **Regulation Respecting the Basis of Elementary School and Preschool Organization,** Code 16-0063-01A (Québec: ministère de l'Éducation, 1983); and Québec, ministère de l'Éducation, **Regulation Respecting the Basis of Secondary School Organization,** Code 16-0062-01A (Québec: ministère de l'Éducation, 1983).

1. To clarify the underlying principles, goals and objectives of student services;

2. To define the particular orientations of the various areas of intervention included in student services;

3. To specify some of the general responsibilities of educators, schools and school boards with regard to these services.

School: A Place to Grow is intended for everyone involved in the school system: administrators, principals, teachers, non-teaching professionals, parents and students. It is also intended for use by other concerned ministries and organizations.

To complete its part in this project, the Ministère will update and produce information documents and activity guides related to student services,[1] provide for the distribution of all relevant documents, assist in the development of services, and encourage agreements between schools and school boards and institutions under the jurisdiction of other ministries and organizations.

Thomas J. Boudreau
Deputy Minister of Education

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[1] See the list of support documents at the end of this document.

1.0 BACKGROUND

In the **Regulation Respecting the Basis of Elementary School and Preschool Organization** and the **Regulation Respecting the Basis of Secondary School Organization,** student services are recognized as educational services on an equal footing with instructional services and special services. This official recognition is the logical culmination of more than twenty years of efforts to provide assistance to students and encourage their involvement in school life.

In the early 1960s, on the basis of recommendations made in the **Parent Report** by the Royal Commission of Inquiry on Education, the Québec government initiated a massive reform of the school system. Many of the **Parent Report** recommendations have served as important guidelines in assessing the nature and quantity of support to be given to students in both their academic and social life in school. In the new context created by the establishment of comprehensive secondary schools, the **Parent Report** urged,

> that all teachers in a secondary school who have the necessary aptitudes serve as advisors to some twenty students and that they note the general progress of their studies and their individual educational problems.[1]

The report also pointed out that, "given the complexity of problems that may stand in the way of education, the teacher recognizes the need to appeal to other professionals."[2] These recommendations led to significant changes in the services offered to students by personnel in the field of education.

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[1] Québec, **Report of the Royal Commission of Inquiry on Education (Parent Report)**, Vol. II, Part 2 (Québec: Éditeur officiel, 1964), Recommendation 61.

[2] **Parent Report**, Volume III, Part 3, p. 314.

In 1964, the National Assembly passed the **Act Respecting the Ministère de l'Éducation.** Section 2 of the act stipulates that "the Minister shall be responsible for... assisting the young in the preparation and planning of their future." The Service de l'orientation of the Département de l'instruction publique became the Bureau d'orientation du ministère de l'Éducation. Subsequently, when the Ministère was restructured, the Bureau d'Orientation was integrated into an administrative unit known as the "Services aux étudiants" of the Direction générale de l'enseignement élémentaire et secondaire (D.G.E.E.S.).

In 1971, the ministère d'Éducation began publishing a series of four guides entitled **The School, a Living Environment.** These guides dealt with various aspects of educational and physical organization designed to promote the tailoring of instruction to meet individual student needs. The fourth guide, published in 1975, explained how certain sections of **Regulation 7,** which emphasized the importance of student-centered education, applied to elementary schools.

Regulation 7, adopted in 1971, also obliged school administrators, in collaboration with the entire staff, to establish guidelines for the encadrement (support and supervision) of students, and to take necessary steps to permit each student to participate in student activities. The same year, also on the basis of **Regulation 7,** the ministère de l'Éducation published a guide on the organization of student activities in secondary schools. The guide stated that "it is important to mention at the very outset that student activities, which are at the very heart of the educational reform, must be centered on the needs and aspirations of children and adolescents," and that the school "must facilitate the participation of students in the life of the school and the community."[1]

In addition, the new Service aux étudiants of the D.G.E.E.S. promoted, under the heading of "personal counselling," the development of activities in the areas of guidance, psychology, health, and social services, while at the same time some school boards were beginning to hire speech therapists. The first psychoéducateurs[2] also began working for school boards in the 1960's. In

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[1] Québec, ministère de l'Éducation, **Guide sur l'animation des activités étudiantes dans les commission scholaires dispensant l'enseignement secondaire,** Code No. 710 (Québec: ministère de l'Éducation, 1971), p. 6. (This citation is a free translation).

[2] Translator's note: There is no English equivalent in current use for psychoéducateur.

some cases, they were teachers with additional training in remedial education for socio-affectively maladjusted students. In other instances, they were specialists hired as resource people to work with students and teachers.

For a long time, schools had also offered students pastoral activities conducted by local clergy, and focusing on the practice and development of religious faith. When the Ministère was restructured in 1973, the role of pastoral animators in secondary schools was officially recognized.

Research carried out in 1973 by the POLY group[1] showed the importance which should be accorded to providing support services for students in comprehensive secondary schools and pointed out deficiencies which needed to be remedied. A few years later, in 1976, the collective agreement, for the first time, included supervision of student activities, encadrement (support and supervision) and supervision of student conduct in the teacher's workload. Since then, representatives of the ministère de l'Éducation and the teachers' unions have agreed on the need to broaden the definition of the teacher's educational functions.

In keeping with the orientations established over the last fifteen years, the ministère de l'Éducation, in its policy statement and plan of action, **The Schools of Québec** (1979), stressed the importance of providing support to students and giving them a greater role in the schools, and the need to base the organization of the school on the rights of the child.[2] **Young, Equal in Rights and Responsible,** a guide published two years later by the Commission des Droits de la Personne du Québec, addressed these issues.[3]

In 1982, the ministère de l'Éducation published **Pupils and Students: An Active, Responsible Presence.** In this policy statement, the Ministère reaffirmed the value it places on the opinions of students. Through this document, it sought to contribute to the enrichment of the sphere of activities now referred to as student services. The active participation of students is considered necessary,

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[1] Québec, ministère de l'Éducation, **Rapport du groupe POLY; l'organisation et le fonctionnement des écoles secondaires polyvalentes,** Code 24-2046 (Québec: ministère de l'Éducation, 1974). This task force was responsible for studying the organization and operation of comprehensive secondary schools.

[2] **The Schools of Québec: Policy Statement and Plan of Action,** p. 16.

[3] Québec, Commission des Droits de la Personne du Québec, **Young, Equal in Rights and Responsible,** Code 51-3870A (Québec: Commission des Droits de la Personne du Québec, 1982).

> not only as far as school work is concerned, which of course no one can do in their place, but also where the overall educational approach is concerned, as far as it affects them. It should be considered normal that they are not supposed merely to receive or to submit to courses, programmes and services, but may also contribute their ideas and participate in the setting up and the evaluation of these elements of their education.[1]

Although to a certain extent, discussions on the role of students in the school have more often been associated with secondary schools, there has also been some development in this area in elementary schools. Among other things, elementary schools have shown particular interest in teaching innovations which encourage children's involvement in the learning process and in the organization of classroom life. Elementary schools have also become more open to the sociocultural community through various projects such as local field trips and outdoor activities.

For these reasons, it is felt that this background information on the principles underlying student services will be of interest to educators at both the elementary and secondary levels.

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[1] Québec, ministère de l'Éducation, **Pupils and Students: An Active, Responsible Presence**, Code 28-1596A (Québec: ministère de l'Éducation, 1982), p. 16.

2.0 PRINCIPLES AND AIM

More than ever, school is a focal point for many of the influences and interactions which affect the future of students. On the one hand, the economic, political and social communities want schools to provide an education which will facilitate the adaptation and integration of young people into society. On the other hand, these same schools are attended by students with various values, aspirations, and socioeconomic and cultural backgrounds. In order to further their specific mandate of educating students, elementary and secondary schools must meet the challenges born of this diversity.

To begin with, in order to meet the requirements of post-industrial society, **Québec schools must ensure the effective transmission of knowledge.** To do this, educators must instill in students an appreciation for the importance of intellectual rigour and discipline.

However, the **pursuit of excellence,** reflected in the goal of mastery of the subject matter, does not, in itself, guarantee the complete development of young people. Circumstances may even arise where the interests of young people conflict with the manner in which educators transmit knowledge, or even with what is being taught.

Young people say without hesitation that they want and need educators to **motivate** them to learn. In a world where sources of information and areas of interest are continually increasing in numbers, a great many young people have become critical of school. More than ever, they are demanding that the school prove its usefulness, and take into account their interests, rights and fears about the future.

2.1 Principles

The children and adolescents now attending school represent the future of society. To be able to assume their social roles as competently, maturely and confidently as possible, they need all the attention and support that educators can give. It is also the job of the school to teach students to be responsible citizens, something that cannot be accomplished overnight. A sense of responsibility is developed over time, and it is at school that students experience some of their earliest social relations, and develop their sense of responsibility and their interests through participation in school activities. Life at school means **learning to become a full-fledged citizen.**

The various services offered by the school are intended to **provide students with continual support** in the activities in which they participate. Adults must answer questions, give advice, show interest in and offer affection to children and adolescents seeking solutions to their learning problems. They must provide encouragement for students as they make their way through school, be respectful of their individuality and help them feel secure in the world they are discovering. Student services have an essential role to play in this area by promoting understanding and dialogue between educators and students. Support given to students must therefore be dynamic and active. Its principal value lies in the recognition it gives to the specific nature of young people's needs in a context of mutual respect among individuals and groups.

Student services are also based on the **involvement** of **young people** through their active participation in school life. During classes, extra-curricular activities and discussions with specialists, it is important to promote the development of students' autonomy by encouraging them to become more actively involved in things that concern them, to go from being passive consumers to asserting the validity of their opinions, the strength of their ideas and the quality of their accomplishments. The school must create conditions which will permit students to give full meaning to the idea that they are the prime architects of their own education. To do this, educators must listen to students at every level.

2.2 Aim

Having once established the context and principles of student services, the overall aim must be defined. According to the **Regulation Respecting the Basis of Elementary School and Preschool Organization** and the **Regulation Respecting the Basis of Secondary School Organization**, the purpose of student services is to promote the **student's continuous progress in school.** By providing activities which respond to certain needs related to students' progress, student services, combined with instructional services and preschool services, are intended to provide the student with a complete education.

Student services are concerned with each student's progress, particularly in terms of his/her likes and dislikes, interests and aptitudes, rate of development and the difficulties which he/she sometimes experiences. In addition, through the activities they offer, student services are concerned with the physical, intellectual, emotional, social, moral and religious aspects of the student's life.

Assisting students in their development goes beyond simply taking action focused on the individual. Each person develops in relation to those around him/her, and these interactions are an essential factor in social adjustment. Therefore, a great deal of emphasis is placed on **the role of the school as a community.**

In this context, student services must pay special attention to the relationship between students and their surroundings. They must contribute to making the school a genuine **living environment**, among other things, by showing concern for the rights and responsibilities of students, and by encouraging student participation in school activities.

3.0 GENERAL GOALS

This chapter details the goals of student services. The **Regulation Respecting the Basis of Secondary School Organization** and the **Regulation Respecting the Basis of Elementary School and Preschool Organization** set out the following goals:

1. To provide support for preschool services, instructional services and special services;

2. To ensure the development of the student's autonomy, sense of responsibility, sense of belonging to the school community, and his/her initiative and creativity;

3. To assist the student in overcoming difficulties he/she is experiencing;

4. To ensure his/her emotional and physical well-being.

These goals apply equally to preschool, elementary and secondary school students.

3.1 Providing Support for Other Educational Services

The task of the school is to provide the most well-rounded education possible for all students. This is primarily the responsibility of the teachers through the various educational services they provide to the students.

Many factors affect how this educational task is carried out. For example, the students' ages are important. Other factors include the large numbers of learning objectives in the programs and the variety of learning situations which teachers must provide for their students. Finally, individual

differences among students and the diversity of their needs and aspirations must also be taken into account, since each class "is more and more made up of people with divergent needs."[1]

These factors, coupled with various phenomena related to personality and environment, may complicate the teacher's task. The first and foremost goal of student services is thus to provide support for the other educational services offered to students.

Support for preschool services, instructional services and special services may be provided in various ways. It should consist firstly of exchanges between specialists and teachers regarding teaching approaches used with students. It may also include the participation of specialists as resource people for groups of students. The aim of such exchanges and participation is to adapt teaching/learning methods to students' personal needs as much as possible.

This support can also take the form of contributions to program content, for example, **pastoral services contribute to religious instruction; guidance and job placement services contribute to career choice programs; rights and responsibilities education services, psychology services, health services and social services contribute to personal and social education programs; speech therapy services contribute to language programs; and psychoeducation services to the various remedial programs.** This type of collaboration should be continued and even increased in scope.

Support for instructional services also means broadening teaching activities and diversifying learning situations through extra-curricular activities. Over and above these activities, the student must be able to interrelate the various subjects and the numerous activities which make up his/her school life. **Student services should assist the student in this area by providing supervised activities distinct from those directly related to teaching. These activities should be designed to make it easier for students to integrate all the various aspects of the knowledge they are acquiring in various subjects.**

Finally, support for the school's educational services may include any measure aimed at increasing parents participation in their children's education and school life. It is important for all educators in the school to

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[1] Québec, Conseil supérieur de l'éducation, **La place faite aux jeunes en difficulté d'adaptation et d'apprentissage et aux jeunes doués ou talentueux dans une école secondaire en quête d'excellence**, Code 50-323 (Québec: Conseil supérieur de l'éducation, 1983). (This citation is a free translation.)

encourage greater parent interest in the activities and the educational project of the school.

3.2 Fostering Various Aspects of Student Development

Teaching activities are designed to help the students attain the objectives defined in the programs. Although these programs often address all aspects of the individual's development, they do not necessarily fulfil all the development needs of students. This is particularly true of autonomy, sense of responsibility, sense of belonging to the school, initiative and creativity.

Obviously, there are many different activities which can help develop these aptitudes and skills, and they are conducted in various ways depending on whether students are at the preschool, elementary or secondary level. In all instances, however, the school must motivate students to make use of their own capacities and provide them with a place where they can enjoy life and learning, assert their own aspirations and fully develop their personalities in a context of harmonious progress.

One of the best ways for developing the various qualities described above is to organize school life in such a way as to foster participation. Among other things, the school must encourage the organization of extra-curricular activities which meet students' needs and correspond to their interests. Students should also have access to various means of self-expression such as school radio stations, class or school newspapers, meeting places, class councils and student councils. Passivity should be countered by encouraging students to become informed and participate, by involving the student body in the organization of school life, and by providing the time, the space, and the means for student activities.

Other activities can also be organized to help develop these qualities in the various areas of intervention that come under student services. For example, workshops on health education, on social and emotional development, or on career planning could be organized. Other information and awareness activities can also be used to foster the development of students' autonomy and creativity, and to improve the atmosphere and conditions in schools. For example, gifted and talented students could be offered special support services to accelerate and diversify the development of their creativity.[1]

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[1] Québec, ministère de l'Éducation, **Gifted and Talented Students at School**, Code 28-1741A (Québec: ministère de l'Éducation, 1985).

3.3 Solving Students' Problems

Student services should also assist students in overcoming problems they encounter during their time in school. **Special attention should be paid to those particularly important periods of transition from home to school, from preschool to elementary school, from elementary to secondary school, from one cycle to another, from general to vocational programs, from secondary school to higher education or the job market.**

In addition to these transitions which all students experience, other situations can have a significant effect on the progress of some students. **These include the special conditions of immigrants or students from economically disadvantaged areas, changes within the family, learning or adjustment difficulties and dropping out of school.** Student services must deal with all these realities.

Student services should therefore include a whole range of activities which the school can offer to individuals and groups in order to help them grow as individuals and as members of society. They should be designed to gradually increase the ability of students to deal with the various problems they encounter.

Certain priorities should guide any intervention aimed at overcoming difficulties. For example, activities related to student adjustment **should be carried out as early as possible in order to prevent problems from developing or getting worse. Similarly, students experiencing particularly difficult situations that affect their progress in school (transitional periods, special living conditions, learning difficulties, possibility of dropping out of school) require immediate and concerted action on the part of all educators.**

Parents are included in all support actions. Since it is they who have the primary responsibility for their children's education, **parents have the right to be informed about services provided to their children, including student services.** They also have the right to know how their children are progressing in school and what problems they are having. **In addition, they should be consulted about special measures deemed necessary for the education of their children.** The students themselves and the school staff should also be consulted.

3.4 Ensuring Students' Physical and Emotional Well-Being

Safety is one of parents' major concerns when they entrust their children to the school. Parents expect educators to look after their children and, as much as possible, to prevent situations which could endanger their well-being. Moreover, the educational process can further the students' overall development only if they feel physically and emotionally secure. It is a basic requirement for all learning and, therefore, for the students' integral development.

The responsibility for ensuring students' well-being includes the prevention of violence. The school staff must work together to prevent actions and eliminate situations that might jeopardize student safety. Students must be provided with aid and assistance in case of accident, assault, drug use, running away from home, etc. The school should be organized in such a way as to ensure students the physical safety to which they are entitled.

Students should also be provided with the environment, the supervision, and the pedagogical and personal support that will ensure their emotional well-being. The school should promote attitudes which prevent harm to students and show respect for their rights regardless of age, sex, religion, ethnic origin, or social background. The school should be an environment where students feel at ease and appreciated, and where they feel that their views are respected and that they are accepted for what they are.

The school should provide a secure and stimulating environment in which quality learning and participation in school life are fostered. At the same time, students should learn to show the same respect for school staff. Measures should be taken to make students aware of how their attitudes and behaviour affect themselves and others.

4.0 AREAS OF INTERVENTION

The **Regulation Respecting the Basis of Elementary School and Preschool Organization** and the **Regulation Respecting the Basis of Secondary School Organization** identify a number of distinct services or areas of intervention that fall under student services. In this chapter, a description is given of each of these areas, followed by a list of their specific goals. The terms used for each of these areas are based on the suggestions of an advisory committee[1] which was formed especially to advise the authors of this document. These categories are based on usage and actual practices rather than any legal or formal distinctions.

4.1 Encouraging Participation in School Life

Since the role of the school is to teach and educate, the quality of educational life should be a major concern to all. It is important that students, as those most concerned with their own education, be well informed about the objectives and methods of teaching and evaluation. They must also be able to express their views on the teaching/learning process and the materials used. In a study published in 1982, the Conseil supérieur de l'éducation recommended:

> that students, in addition to being informed regarding the objectives offered them during the school year, be invited, at the beginning of the year, to participate in drawing up the educational objectives that they will follow; that the schools, through the student council, the school committee, the teachers and those in a position to make decisions, support the attainment of such objectives.[2]

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[1] This committee was made up of some thirty professionals and administrators drawn for the most part from various school boards and educational institutions.

[2] Québec, Conseil supérieur de l'éducation, **Life in Secondary School: A Springtime of Frustrations and Hopes**, Code 50-229A (Québec: Conseil supérieur de l'éducation, 1982), pp. 38-39.

There must also be means available to permit students to communicate their own views on school life in general and to make known the problems they are facing. Two instruments are available, one for secondary schools[1] and one for elementary schools,[2] for educational institutions wishing to know students' opinions about their experience in school. Also available is an instrument for identifying students who are likely to drop out before completing secondary school.[3] These instruments can help educators become aware of what students are feeling, and take appropriate action.

The goals pursued in the area of participation in school life are as follows:

1. To inform students about learning and evaluation activities intended for them in such a way as to stimulate their interest and increase their motivation;

2. To make it easier for students to express their needs regarding learning activities and teaching materials intended for them;

3. To foster the improvement of life in the classroom and in the school by providing students with the means to express how they feel about school life and to participate in the various decisions which affect the quality of school life and its organization;

4. To foster student initiative.

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[1] Québec, ministère de l'Éducation, **My Life in Secondary School: Pupils' Questionnaire,** Code 16-1106-01A (Québec: ministère de l'Éducation, 1984). Québec, ministère de l'Éducation, **My Life in Secondary School: Information and Administration Guide,** Code No. 16-1106A (Québec: ministère de l'Éducation, 1984).

[2] Québec, ministère de l'Éducation, **My Life in Elementary School: Pupils' Questionnaire,** Code 16-1108-01A (Québec: ministère de l'Éducation, 1984). Québec, ministère de l'Éducation, **My Life in Elementary School: Information and Administration Guide,** Code 16-1108A (Québec: ministère de l'Éducation, 1984).

[3] Québec, ministère de l'Éducation, **Does School Interest Me?: Questionnaire,** Code 16-1104-01A (Québec: ministère de l'Éducation 1983). Québec, ministère de l'Éducation, **Does School Interest Me?: Information and Administration Guide,** Code 16-1104A (Québec: ministère de l'Éducation, 1983).

4.2 Teaching About Rights and Responsibilities

School is an ideal place to increase young people's awareness of rights and freedoms, a subject which forms an integral part of any quality education. In a democratic society, plurality of beliefs and lifestyles requires tolerance and acceptance of others. From this perspective, teaching young people about rights and responsibilities can be seen as a key means of eliminating violence and building a world based on mutual understanding among individuals and groups. Learning about rights and respect for differences is at the very heart of civics, since it encourages young people to begin immediately to play an active and responsible social role. It is important to keep in mind that equal rights are made a reality through relationships based on reciprocity and that these rights entail responsibilities. Making young people aware of their rights implies teaching them respect for the rights of others.

Like society in general, a school operates according to certain standards. These standards promote certain types of behaviour in interpersonal relationships in the school. Under the **Education Act**, it is the responsibility of the school to establish regulations governing the conduct of students at school,[1] in accordance with the regulations adopted by the school board for the administration of its schools.[2] Students, however, should contribute as much as possible to the formulation of these standards and regulations. This participation is one of the most effective means of stimulating students' sense of responsibility and increasing their awareness of their rights and obligations.

The school must also recognize the right of association of the student body. Participation in class councils and student organization should be seen as an educational activity which contributes to students' development in general, and their social development in particular, by providing them with experience in the democratic process. This experience will better prepare them for participation in political and economic life. This experience should not be limited to secondary school students. At the elementary school level, especially in the second cycle, it is possible to give students an opportunity to express themselves by, for example, encouraging the establishment of certain types of class councils.

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[1] Québec, **Education Act** (Québec: Éditeur officiel du Québec, 1964), Section 54.6 (1).

[2] **Education Act**, Section 189 (6).

The recognition of the students' right of association implies that the school will encourage the genuine exercise of this right. The school should provide students with the support necessary for the organization and operation of their councils and associations, but this support should not result in the adults taking control.

It is important for the student body to have a voice in establishing the general orientations of school activities and an active role in their organization. This constitutes the best guarantee of good student representation in the decision-making and advisory bodies in which they asked to participate, especially those related to the educational project.

The specific goals of teaching about rights and responsibilities are the following:

1. To make students aware of their basic rights and responsibilities;

2. To inform students of their responsibilities regarding their education and the development and maintenance of the quality of school life;

3. To ensure that students participate in the various aspects of school life, particularly the formulation of school regulations;

4. To promote and support student participation in class councils or in the school's student organizations, and in any other activities where student participation is required.

4.3 Organizing Social, Cultural and Sports Activities

In order to provide students with a complete education, the school offers educational activities corresponding to their needs and interests. Some of these activities are direct extensions of teaching/learning activities. Others, though educational in nature, are not necessarily directly connected to the curriculum. The form and content of these activities may vary, of course, from one school to another and from one discipline to another. However, to have educational value they must be truly integrated into school life, and therefore, they should be included in school timetables as much as possible.

Such activities may involve many fields of activity. Sports, for example, is a very active area and one of the first in which student activities developed in Québec.[1] A recent survey has shown that sports are by far the most popular activities among young people.[2] Other school activities are, however, very important to students. These include physical and outdoor activities, cultural, artistic, intellectual, scientific, political, community, social, and communication activities. In order to be of educational value, these activities should be sufficiently varied to touch on all aspects of student development while at the same time corresponding to their needs and interests.

In elementary school, the class is the centre of educational activity. Various social, cultural and sports activities are part of classroom activity and contribute to the students' overall development. In secondary school, the age of the students, the diversity of courses and the involvement of a variety of teachers have resulted in a sharper distinction between social, cultural and sports activities, and teaching/learning activities.

The educational value of social, cultural and sports activities is increased when they are planned, well-organized and evaluated in terms of established goals. Students should participate not only in the activities themselves, but in their selection and organization. The participation of various educators and the support of a coordinator are also important. Resources from outside the school can also be used. Finally, parents should be informed about these activities and invited to participate in organizing them.

The main goals of social, cultural and sports activities are:

1. To permit students to supplement and integrate what they have learned in regular teaching/learning activities with other activities related to programs;

2. To permit students to supplement their education through sports, social and cultural activities in school;

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[1] Fédération du sport scolaire du Québec, **Manifeste du sport à l'école** (Montréal: Unité des communications de la F.S.S.Q., 1981).

[2] Québec, ministère de l'Éducation, **Avoir 15 ou 16 ans en 1985: Inventaire des activités socio-culturelles des jeunes**, Code 28-1815 (Québec: ministère de l'Éducation, 1985), p. 73.

3. To facilitate the development of students' initiative and creativity by providing them with many and various opportunities to participate actively in the organization of school activities;

4. To instill in students a sense of belonging to the school by providing them with opportunities to organize and take part in sports, cultural and social activities.

4.4 Encadrement (Support and Supervision) of Students and Supervision of Student Conduct

The type of image projected by the school, particularly to its students, depends in large part on the quality of the learning environment. To successfully complete their studies, students need support, encouragement and guidance.

Young people say that they want adults in the school to take a real interest in them. In fact, they complain that some adults seem to be indifferent to them. **Students feel a need to be listened to, and proper support and supervision of student activities can help break through the wall of silence which sometimes grows up between students and educators.**

The students' need for support means that teachers, and indeed, the entire school staff, have to make themselves available to students in order to **create an environment conducive to quality learning** and the development of a sense of belonging to the school.

In secondary school, this kind of personalized relationship is more difficult to establish given that students are in contact with many teachers. **One of the easiest ways to create personalized relationships is through supervision of student activities.**

This kind of support and supervision by teachers should be complemented by support services provided by professionals working in areas such as psychology, guidance, speech therapy and pastoral services. These services are made available to students within the framework of student services.

The disciplinary supervision of student conduct by teachers is also important. The protection of students' physical and emotional well-being becomes more difficult at a time when large numbers of students are being brought together in one school, and adjustment problems seem to be growing more acute.

Supervision of student conduct means providing a constant "educational presence" for the students. This adult presence should be primarily preventive. Teachers should intervene, when necessary, to modify the behaviour of individual children when their behaviour threatens the physical and moral well-being of other students. This presence should be aimed, above all, at helping students to learn self-discipline without limiting their personal initiative. Students should see school as a place with which they can identify and where they can be active and grow.

The goals of encadrement and supervision of student conduct are:

1. To create a school atmosphere which promotes quality learning, contributes to the students' development of a sense of belonging to the school, and meets students' needs for support;

2. To assist students in solving problems related to their development and learning;

3. To foster quality teacher-student relations in order to create an atmosphere in which students feel secure;

4. To make available specialists who can provide personalized support services suited to students' needs.

4.5 Catholic Pastoral Animation

Catholic pastoral animation is a "workshop for putting the Gospel into practice,"[1] "a workshop in the sense that young people experiment with and learn about life and Gospel values,"[2] and acquire convictions and attitudes inspired by the message of Jesus Christ. This is how the Catholic Committee defines Catholic pastoral animation in the fifth volume of **Religion in Today's School.**

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[1] Québec, Comité catholique du Conseil supérieur de l'éducation, **Religion in Today's School 5: Pastoral Animation,** Code No. 50-1006A (Québec: Conseil supérieur de l'éducation, 1984), p. 17 (No. 11).

[2] **Religion in Today's School 5: Pastoral Animation,** p. 17 (No. 12).

This definition expresses the special contribution of Catholic pastoral animation to school education: it contributes to students' growth by encouraging the development of the Christian faith and of Gospel attitudes and values, and by encouraging the deepening, the expression and the commitment of the student's faith within the context of a community which is both Christian and human.[1]

In light of this definition, it is possible to identify certain aspects of religious experience and Gospel practice that should be taught to students by pastoral animators. These include, "... giving direction and meaning to life; experiencing community as communion; coming into contact with God; guiding moral commitment; learning the bonds to be established as one progresses in life."[2]

Pastoral animation and Catholic religious and moral instruction complement each other in their contributions to this learning. "Pastoral animation promotes these courses of action through practical and living experiences. Its role is to help young people live the Gospel experience."[3]

Pastoral animators contribute to students' development by helping them discover the meaning that faith gives to their personal and community experiences. Their role also includes "accompanying" students through difficulties related to their moral and religious growth, and fostering an environment conducive to learning about life and Gospel values.

The specific goals of Catholic pastoral animation are:

1. To help students recognize the added direction, meaning and dynamism which the Gospel brings to their lives;

2. To help students develop bonds of Gospel friendship and solidarity with others;

3. To help students relate to God;

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[1] Québec, ministère de l'Éducation, **Handbook of Pastoral Animation Objectives for Secondary School**, Code 32-5301A (Québec: ministère de l'Éducation, 1984), p. 26.
Québec, ministère de l'Éducation, **Handbook of Pastoral Animation Objectives for Elementary and Preschool Education**, Code 32-5200A (Québec: ministère de l'Éducation, 1984), p. 17.

[2] **Religion in Today's School 5: Pastoral Animation**, p. 41 (No. 89).

[3] **Religion in Today's School 5: Pastoral Animation**, p. 42 (No. 90).

4. To help students develop responsible Gospel attitudes in their acts and and commitments;

5. To help students establish links between their religious experience and their intellectual, emotional, cultural and social lives;

6. To help educators accompany students in their moral and religious growth.

4.6 Protestant Religious Animation

Protestant religious animation services contribute to students' growth by encouraging the development of faith and values. Protestant religious animation is a witness of commitment to the spiritual realm of life. In this way, the services complement Protestant moral and religious programs.

Protestant religious animation should, be "a true reflection of the pluralistic nature of the Protestant population"[1]. It should also reflect the ideals maintained and represented by Protestant education in Quebec. These:

> beliefs were not primarily concerned with codes of law or systems of doctrine, though they were no doubt sometimes interpreted as such, but sought to describe the relation between man and the Ultimate as personal. Freedom and love (or responsability) and their interplay defined the field in which personhood was believed to be realized[2].

There are five basic aspects to religious animation in Protestant schools. These aspects may be arranged in order of priority on the basis of the needs of the individual school community and may vary from year to year. As a counsellor, the religious animator is a supportive person with expertise in counselling those students with problems. As an animator, the religious animator leads the school community in the observation of religious and/or secular events. As a community liaison, the religious animator provides opportu-

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1 Québec, Comité protestant du Conseil supérieur de l'éducation, **Quest for Quality in the Protestant Public Schools of Québec**, by Nathan H. Mair, Code 50-1500A (Québec: Conseil supérieur de l'éducation, 1980), Preface.

2 **Quest for Quality in the Protestant Public Schools of Québec**, p. 72.

nities for the students to live personal, moral, and spiritual values by helping students to become involved in social action projects within the community. As a social advocate, the religious animator alerts students to sources of help in social services and informs them of their rights and responsibilities. As a resource person, the religious animator, with training in religious studies and theology, provides support for Moral and Religious Education teachers and for school committees.

In order to nurture spiritual maturity, the aims of Protestant religious animation are:

1. to promote the development of a sense of personal identity;
2. to provide support and counselling on a spiritual basis;
3. to foster a sense of belonging among those of the same religious tradition;
4. to provide opportunity to celebrate within the school setting important events of a religious nature;
5. to furnish opportunities to exercise a sense of commitment and responsibility.

4.7 Scholastic and Vocational Guidance

Guidance is a process of personal development and socialization through which the individual chooses his/her role in the labour force. Each person must discover his/her own views on the reality of work. These can vary widely due to the complexity of the organization of tasks in the workplace, the importance an individual places on work, personal choices regarding work, and the economic situation in the community.

Throughout their time in school, the students must choose courses, meet promotion and certification requirements, and satisfy the academic prerequisites of their individual school programs. All these elements are important to the students' plans for the future. They need to be well informed as to the value of various subjects in relation to their educational objectives.

At the same time, the entry of young people into the job market cannot be brought about merely by emphasizing their individual needs and aspirations. The participation of individuals in work has an important social dimension. One of the responsibilities of guidance counsellors is to help broaden the range of possible choices, for example, for female students and students from economically disadvantaged areas, and to help them define scholastic orientations.

In order to make their plans for the future, young people need to be informed about the society in which they live. They also need to know about the principles governing the job market. Faced with an increasingly varied and changing world, young people need sound information on the factors which influence changes in the economic situation.

Guidance is a gradual, dynamic, constantly evolving process. The future is continually being built. Students must develop the ability to take charge of themselves, and to make their way in society, independently and responsibly, for the rest of their lives. It is essential that they learn to make choices according to meaningful, valid criteria, and that they always be able to act in accordance with their own goals in life.

Finally, all elementary and secondary school students should have the benefit of a school environment which provides understanding and support for their individual choices. Influences come from many sources, but students must determine for themselves what is important when they decide what paths they will take.

The specific goals of scholastic and vocational guidance are:

1. To help students reach a better understanding of themselves and their personal identities in relation to their school work and their career choices;

2. To inform students about educational possibilities and help them find their place in the school community and broaden their scholastic choices;

3. To help students understand the social organization of work, find their place in the working world, and broaden their range of vocational choices;

4. To guide students in the on-going definition of their personal goals, in the understanding and acceptance of the compromises which their decisions entail, and in the realization of their scholastic and vocational objectives;

5. To take action to promote conditions in the school system which favour the widest possible career choices for students.

4.8 Job Placement Services

Job placement services are designed to facilitate students' entry into the work force, particularly by assisting them with problems they encounter looking for employment. These services act as a liaison between the school system and the working world, facilitating communication and transition between the two milieus.

Because of the wide variety of paths leading to the labour market, job placement services are intended not only for vocational education students, but for all students who, at one time or another, must seek employment. They are intended to help students to be more independent in their new environment, and to better understand the laws and rules governing working conditions, occupational health and safety, labour contracts and unemployment insurance.

Students also have to know techniques for seeking employment, such as drawing up a plan of action, consulting information sources, deciding on further training and writing a résumé. These are all important skills for students to acquire as they move from school to the working world.

Job placement services should not, however, be limited to teaching students how to find a job when they graduate. By helping to establish and maintain links between the educational community and the working world, job placement services make it easier for schools and employers to respond to each other's needs.

The specific goals of job placement services are:

1. To help students become familiar with the working world so they can better plan their educational paths;

2. To help students find employment by providing them with the knowledge they need to make informed choices;

3. To acquaint employers with the potential employees being trained by the school.

4.9 Psychology

In general, school psychology services help students assume responsibility for their own social, emotional and intellectual lives. Psychologists intervene when students encounter developmental problems and work to create an environment conducive to the students' balanced growth.

One of the prime concerns of psychologists is people's emotional lives. Through their actions, they attempt to help students better understand their personal experiences, and to adopt attitudes and behaviours that contribute to their personal development. At the same time, psychologists take into consideration the social aspects of students' development. Overall development is, in fact, closely linked to the ability to maintain satisfactory human relations. This involves the acquisition of skills which enable the individual to get to know others and interact with them without denying the self.

Students also have other personal needs which concern psychologists, needs related more specifically to their intellectual and school lives. Through their knowledge of the processes of maturation and learning, and of the intellectual, psychomotor, social and emotional aspects of development, psychologists can help students make their way through school by promoting psychological conditions favourable to learning.

Taking all these aspects of development into account, psychologists act to assist students in acquiring a better knowledge of themselves, and of their values, aspirations, talents, limitations and needs, and in developing abilities to find ways to satisfy their needs. Psychologists work to prevent problems, as well as assisting students experiencing problems. They work with other educators in detecting and diagnosing problems, and in formulating, implementing and evaluating intervention plans.

School psychologists must also take the environment into account. Although each student is responsible for himself/herself, his/her actions are influenced significantly by the surroundings. Consequently, a global approach to the student's development, learning, and related problems requires that psychologists exert an influence on the student's environment in order to ensure conditions favourable to development and learning.

The specific goals of school psychology services are:

1. To detect, identify and diagnose, in close collaboration with teachers, problems encountered by students with regard to their progress in school, and their intellectual, social and emotional development;

2. To intervene directly with students and groups of students who encounter problems with their progress in school, and with their intellectual, social and emotional development;

3. To assist students in understanding their experiences, and in acquiring attitudes and behaviours, which are conducive to their personality development, and to satisfactory human relations and scholastic success;

4. To make an active contribution, by offering support to educators, to the solution of problems encountered by students in their intellectual, social and emotional development;

5. To encourage in educators skills and attitudes conducive to students' intellectual, social and emotional development;

6. To promote forms of physical and social organization in the school environment which will foster students' development.

4.10 Psychoeducation

The professional activities involved in psychoeducation include detecting socio-affective adjustment difficulties, and working with individuals who encounter such difficulties. There are three kinds of activities involved in psychoeducational interventions: the organization of the intervention, the creation of a good learning environment and the use of elements from everyday life to assist individuals with minor or serious problems in realizing their potential.

The first type of intervention consists of creating conditions more likely to allow students with difficulties to develop their full potential. The psychoéducateur[1] does this by organizing activities which provide social and emotional support for the students.

The second type of intervention is the actual carrying out of activities with the young people, activities which take into account students' individual needs and the nature of group dynamics. Through these activities, the specialist attempts to provide students with positive experiences which emphasize their strengths and enable them to gain a sense of security and a desire to grow.

Various events occur during these activities. The different reactions of the students reflect the difficulties they are experiencing. Their behaviour reveals their efforts to adjust and to reconcile their inner feelings with external reality. The third type of intervention consists of using events to

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[1] Translator's note: The term "psychoeducation" is used in English, but currently "psychoéducateurs" are trained only in French-language universities.

make external reality more meaningful for the students, thus helping them to gain a better understanding of their own experiences.

However, the action taken by psychoéducateurs is not limited to therapeutic interventions. They also work in prevention by trying to help all students become better able to adjust emotionally and socially.

In addition, as part of their efforts to provide the conditions necessary for the remediation of a student having difficulties with socio-affective adjustment, psychoéducateurs must also intervene with the environment in which the student lives, since a student with problems often means problems in the environment.

The specific goals of psychoeducation are:

1. To organize interventions appropriate to the socio-affective adjustment difficulties which have been identified;

2. To organize activities for students and groups of students with socio-affective adjustment difficulties in order to promote their rehabilitation and integration;

3. To intervene preventively by organizing and coordinating activities which contribute to the social and emotional development of students;

4. To contribute to the integration of students experiencing socio-affective adjustment difficulties by providing support to educators;

5. To promote modes of physical and social organization of the school environment which will meet the needs of students with socio-affective adjustment difficulties.

4.11 Speech Therapy

Speech therapy services contribute to students' development by helping them to develop their language skills. The interventions of speech therapists take place at two levels: working with specific problems that students have with their speech and language, and fostering an environment favourable to effective communication.

By considering the three basic components of language, as defined by Bloom and Lahey, it is possible to acquire a better understanding of the variety and complexity of language needs to which speech therapists, in collaboration with teachers, attempt to respond. First, there is the semantic **content**, involving the formulation and organization of concepts. Then, there is the **form** of language, involving the organization of sounds into words (phonology) and words into sentences (vocabulary, morphology and syntax). Finally, there is language **use**, involving the communicative functions of language and the contexts in which messages are delivered. Both in the development of language skills and in the application of these skills, these three components (content, form and use) are in constant interaction.

Speech therapy deals with all forms of language, but particularly with speech. Speech, in fact, is the primary manifestation of language and the most common one. As an external manifestation of language, it has mechanical and motor aspects. Speech therapists are concerned with the various aspects of speech such as articulation, rhythm, delivery and intonation. However, speech therapists, like all communication specialists, seek to develop not only techniques and knowledge, but real skills in the child.

Effective intervention with students may include work with parents, other family members, school staff and anyone else in the children's environment. Speech therapists intervene in this environment to help foster conditions conducive to the students' development and learning. This approach stresses the preventive role of speech therapy. Creating the most favourable conditions for students' language development is a particularly effective way of preventing problems.

The specific goals of speech therapy are:

1. To detect and identify speech, language and hearing problems experienced by students;

2. To intervene directly to assist students with communication problems related to speech, language and hearing;

3. To work to prevent language difficulties by helping students acquire communication skills;

4. To support educators in their efforts to deal with communication problems experienced by students in the areas of speech, language and hearing;

5. To encourage educators to acquire skills and attitudes conducive to students' language development.

4.12 Health and Social Services in the School System

School health and social services are the responsibility of the ministère de la Santé et des Services sociaux. These services are provided through a number of services offered through agreements between the school boards and the agencies responsible for the network of health and social services.

4.12.1 Health Services in the School

School health services contribute to students' progress by encouraging them to look after their health and to think critically about their own habits and their environment. Health-care personnel intervene when students have health problems and contribute to providing students with a healthy environment.

Some of these actions are aimed at developing attitudes and behaviour that promote health, such as good eating habits and dental hygiene. Some interventions are focused specifically on the environment (for example, by encouraging students to buy healthy foods from the cafeteria or vending machines). Other actions are designed to prevent or remedy adjustment and integration difficulties, such as developmental problems, and auditory or visual problems.

These interventions can take the form of various individual and group activities which contribute to the harmonious physical, mental and social development of students. Such activities include detection of problems, information and education activities, monitoring of the environment, verification of immunizations and individual counselling.[1]

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[1] Québec, Conseil supérieur de l'éducation, **Health and Social Services in the School System**, Code 50-230A (Québec: Conseil supérieur de l'éducation, 1982).

The goals of school health services can be summed up as follows:

1. To help students recognize their own health needs and to take necessary measures to maintain good health;

2. To help educators create and maintain conditions which make it easier for students to maintain good health;

3. To participate in cooperative efforts of the school, family and community in areas concerning students' health;

4. To help students with temporary or long-term health problems.

4.12.2 Social Services in the School

Social services in the school contribute to students' progress in school by helping them to better understand their interactions with people around them. Professionals intervene when students have difficulties in their social relations, and work to create an environment which fosters students' development and adjustment in relationships with their peers, their family and their social milieu in general.

Social services in school may offer a number of activities, including information and awareness sessions for students, teachers and parents on phenomena such as drug addiction, suicide, violence and dropping out of school. They may also offer personal counselling for students having problems with their social environment, educational activities aimed at preventing these social problems, and work in cooperation with various agencies such as C.L.S.C.s, C.S.S.s, and volunteer and community organizations, with a view to assisting students and improving the atmosphere in the school.[1]

Social work professionals work with other educators to provide young people with a hospitable educational environment. Their work focuses on major problems related to the personal and social development of young people, such as lack of motivation, lack of self-confidence, feelings of failure, self-depreciation and rebelliousness. These problems are dealt with individually or in groups. The assistance of the educators who normally interact with the student is called on when necessary.

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[1] Québec, Conseil supérieur de l'éducation, **Health and Social Services in the School System**, Code 50-230A (Québec: Conseil supérieur de l'éducation, 1982).

The specific goals of social services in the school are:

1. To contribute to the personal and social development of students by fostering harmonious human relations in the school;

2. To provide information and assistance to students, parents and school staff regarding certain social phenomena (e.g. violence, drug addiction and dropping out of school) which can have a harmful effect on students' development;

3. To encourage cooperation and exchange among the school, the family and the community as a whole in order to facilitate students' personal and social development;

4. To provide personal counselling services and assistance to students to help them enhance, maintain or restore, when necessary, personal autonomy and healthy social relations.

5.0 THE CONTEXT FOR THE IMPLEMENTATION OF STUDENT SERVICES

Certain laws and government policy statements have a bearing on the orientations and organization of student services. They are mentioned here as a guide for those involved in student services. This review, of course, cannot be exhaustive since this document is limited to elements specifically related to student services.

5.1 Laws

5.1.1 Human Rights and Freedoms

Québec's **Charter of Human Rights and Freedoms** has been in effect since June 28, 1976. The first part of the Charter lists human rights and freedoms, including the right to life and to personal security, inviolability and freedom. The individual also possesses a juridicial personality. He/she has the right to assistance when in peril, the right to fundamental freedoms including freedom of conscience and freedom of expression, the right to the safeguard of his/her dignity, to respect for his/her private life, to the protection of property and to respect for confidential information.

Several sections concerning the right to equal recognition and exercise of rights and freedoms protect every person against all forms of discrimination based on race, colour, sex, pregnancy, sexual orientation, civil status, age except as provided by law, religion, political convictions, language, ethnic or national origin, social condition, a handicap or the use of any means to palliate a handicap. Other provisions deal with political rights, legal rights, economic and social rights, and the right to free public education.

The second part of the Charter creates the Commission des droits de la personne. Its role is to promote the Charter, to make inquiries into matters which fall under its jurisdiction, to analyze laws passed before the Charter which might run counter to it, and to establish research and education programs in the area of human rights. It was the Commission which published the guide, **Young, Equal in Rights and Responsible** in collaboration with the ministère de l'Éducation.

Until recently, the **Charter of Human Rights and Freedoms** did not take precedence over prior laws which affected human rights. However, The **Act to Amend the Charter of Human Rights and Freedoms** (Bill 86), passed on December 18, 1982, stipulates that the Charter takes precedence over all provisions of the laws of Québec, except those which expressly state that they apply despite the Charter. This new provision, plus the one which provides that age will now be considered a basis for discrimination, should provoke discussion on the rights, freedoms and responsibilities of students in school.

5.1.2 Access to Information

The Act Respecting Access to Documents Held by the Public Bodies and the Protection of Personal Information (Bill 65), passed on June 23, 1982, permits access to public documents and ensures protection of personal information they hold. The first part of this legislation describes each person's right to access to documents held by public bodies and the related restrictions. The protection of personal information held by public bodies is dealt with in the second part. It stipulates that, "nominative information (information respecting a physical person and by which that person can be identified) is confidential."[1] However, the individual concerned has the right of access to the information and may apply to have it corrected.

Schools and school boards are considered public bodies under the terms of the law, particularly with regard to the confidential information put on record by professionals in the course of their work in student services. Those whose work includes individual interventions and the recording of such information in files must do so in accordance with the Act. Furthermore, school and school boards should establish policies for the administration of these personal files.

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[1] Québec, ministère des Communications, **Bill 65: Ask Me About It** (Québec: ministère des Communications, 1983).

5.1.3 Youth Protection

The **Youth Protection Act** (Bill 24), passed in 1977 and amended once in 1981, and again in 1984, now applies exclusively to children and young people under 18 years of age whose safety or development is threatened. It no longer applies to adolescents who have committed an offence under the **Criminal Code**. The latter are now covered by the federal **Young Offenders Act**.

Under the **Youth Protection Act**, teachers, professionals and police officers must notify the Director of Youth Protection of situations in which a young person's "security or development is ... considered to be in danger," because for example, he/she is being neglected, he/she is being kept in isolation or is not being given appropriate care, he/she is in moral or physical danger, he/she is forced or induced to beg, he/she is a victim of sexual abuse or is subjected to physical ill-treatment through violence or neglect, or he/she has serious behavioral problems.

A child's safety and development may also be considered threatened if he/she is of school age and does not attend school, is frequently absent without reason,[1] or leaves his/her own home, a foster home, a reception centre or a hospital without authorization. As in the past, any person who knows of a child being subjected to sexual or physical abuse is bound by law to bring the situation to the attention of the Director of Youth Protection.

5.1.4 Young Offenders and Summary Convictions

The **Young Offenders Act** is a federal law which was passed on July 7, 1982 and came into effect on April 2, 1984. This law applies to adolescents between 12 and 18 years of age who have committed offences under the **Criminal Code** (theft, assault, vandalism, etc.) or under a federal law such as the **Narcotics Control Act**. It emphasizes the rights and responsibilities of young people who are in trouble with the law. It stipulates that adolescents shall be held responsible for illegal acts and that society has a right to protect itself against such acts. The law recognizes, however, that adolescents have special needs and that they should never be placed on the same footing with adults as to their degree of responsibility and the consequences of their acts.

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[1] Under Section 278 of the **Education Act**, teachers must inform the principal or the person in charge of the school of the full name of every student who is absent. This person must in turn report the absence to the school board, which then takes the necessary steps to see to it that the parents ensure that the student attends school regularly (Sections 262 to 277).

The **Summary Convictions Act** applies to adolescents aged 14 to 18 who have committed offenses against provincial laws (for example, the **Highway Safety Code**) or municipal by-laws. Procedures are similar to those for adults: issuing of tickets by police officers and payment of fines, or if the fine is not paid, appearance before the Youth Court, compensatory work or confinement in a rehabilitation centre.

Adolescents who break the law need not only supervision, but advice and support. Various specialists in student services can make a contribution in this area.

5.1.5 The Rights of the Disabled

The **Act to Secure the Handicapped in the Exercise of Their Rights** (Bill 9), passed on June 23, 1978, led to the creation of the Office des personnes handicapées. One of the responsibilities of the Office is to draw up plans regarding services for the disabled. These may include one or more of the following elements: functional, medical and social rehabilitation programs, social integration programs, scholastic and vocational guidance, general and vocational programs, and paid employment. Under this law, student services should assist in the implementation of the planned services for each disabled person who is attending or should be attending school.

5.1.6 Occupational Health and Safety

Section 2 of the **Act Respecting Occupational Health and Safety**, passed on December 21, 1979, specifies that the object of the Act is the elimination, at the source, of dangers to the health, safety and physical well-being of workers. The school is one of the institutions governed by this Act and the term "worker," in cases governed by the regulations, can include the student.

This law guarantees the worker the right to working conditions which respect his/her right to health and safety. The worker also has the right to training and information, and access to preventive and therapeutic health services.

The law specifically applies to vocational instruction when learning activities, either in school or in industry, require supervision and guidance which meet the standards established by the bodies responsible for the application of the law. In the area of employer obligations, the school principal is considered to have primary responsibility for occupational health and safety, always in collaboration with health specialists and the Commission de la santé et de la sécurité au travail.

5.1.7 Civil Liability

In everyday school life, educators must make decisions and carry out actions in which their own liability and that of the school board come into play. The legal consequences of this situation are not always clearly and accurately understood. It is therefore important to know the general principles of civil liability. It should also be understood that there are no ready-made answers in this area and that often legal advice is needed to ensure proper interpretation of the law.

According to Article 1053 of the **Civil Code of the Province of Québec**, "Every person capable of discerning right from wrong is responsible for the damage caused by his fault to another, whether by positive act, imprudence, neglect or want of skill." Article 1054 states that, "He is responsible not only for damage caused by his own fault, but also for that caused by the fault of persons under his control and by things he has under his care." Thus, any member of the school staff, is responsible for damage caused by students under his/her supervision. However, Article 1054 also states that this "responsibility attaches only when the person ... fails to establish that he was unable to prevent the act which caused the damage."

It should also be remembered that the age of majority has been set at 18. This does not, however, invalidate efforts to provide young people with opportunities to take on responsibility (for example, as members of a school council), although in some circumstances, adults will have to act as endorsers or guarantors (for transactions, for example).

5.2 Policies

5.2.1 Children with Learning and Adjustment Difficulties

In 1978, the ministère de l'Éducation published a policy statement on children with learning and adjustment difficulties. The aim of this policy is:

> to ensure that children with special needs have access to quality educational services, appropriate to their needs, within a regular school environment, in order to enable them to function effectively in the community as adults.[1]

The orientations discussed in this policy statement should be taken into consideration by specialists working in student services, and by the entire school staff. For example, it is important to understand the need to focus on the child's potential rather than his/her disability. The Ministère has already produced a document with this purpose in mind.[2] Educators should also take into account the diversity of needs and learning rates when adapting teaching methods to individual students or to special circumstances in the school.

Interventions by specialists should also be made as early as possible in order to check for students who are behind or deficient in their personal or academic development. Provision should be made for the teacher, other specialists and school administrators to work as a team with the student and the parents.

5.2.2 Schools in Economically Disadvantaged Areas

The policy statement for economically disadvantaged areas, published in 1980, emphasizes the need for schools to adapt to their communities.[3] The entire school staff should work together towards this goal. In addition to participating in common activities aimed at making them more aware of the special characteristics of economically disadvantaged areas, the staff assigned to

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[1] Québec, ministère de l'Éducation, **The Schools of Québec, Policy Statement and Plan of Action: Children with Difficulties in Learning and Adaptation,** Code 49-1081A (Québec: ministère de l'Éducation, 1979), p. 15. (The French version was published in 1978).

[2] Québec, ministère de l'Éducation, **Formula for Aiding Pupils with Difficulties: Balanced Assessment Profile and Plan of Action,** Code 16-7516-01A (Québec: ministère de l'Éducation, 1982).

[3] Québec, ministère de l'Éducation, **Adapting Schools to their Milieux: Policy Statement for Economically Disadvantaged Areas,** Code 28-1360A (Québec: ministère de l'Éducation, 1980).

student services should pay particular attention to the development of preschoolers, to helping young people demystify certain professions, to working with parents to increase their participation in school life, and to problems which are especially acute in disadvantaged areas, such as absenteeism and dropping out of school.

5.2.3 Vocational Education

In 1982, the ministère de l'Éducation published policy proposals for vocational education.[1] These proposals were aimed at increasing the quality of and accessibility to solid basic education, full recognition of the importance of technology and technical skills in today's society, increasing levels of vocational skill and excellence, concerted pursuit of more clearly defined educational goals and goals of cultural, social and economic development, and more efficient use of educational resources.

5.2.4 Social and Vocational Integration of Young People

Because of the difficult socioeconomic situation now facing young people, programs aimed at increasing their opportunities to participate in the evolution of their society are now being implemented. The educational portion of the overall government plan for the social and vocational integration of young people focuses on improving services in scholastic and vocational guidance and information, preventing students from dropping out of school,[2] and creating practical training and professional development opportunities for educators.

In order to respond effectively to the needs noted of young people, action is being taken to make students and their parents more aware of the educational services, including student services, provided by the school, and to better adapt these services to the everyday reality of the students (e.g. different forms of supervision, flexible schedules, transportation adapted to special needs). This approach has led to special activities being offered by student services.

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[1] Québec, ministère de l'Éducation, **Technical and Vocational Training for Young People: Proposals for Revival and Renewal**, Code 58-1003A (Québec: ministère de l'Éducation, 1982).

[2] Québec, ministère de l'Éducation, **Does School Interest Me? Questionnaire**, Code 16-1104-01A (Québec: ministère de l'Éducation, 1983).

The ministère de l'Éducation also participates in other programs involving educators working in student services. These include **remedial programs, community work and on-the-job training.** These programs are aimed at improving employment prospects for young people, either by giving them the education they need to obtain a Secondary V diploma, by making it easier for them to get on-the-job training, or by facilitating their participation in community work projects.

Finally, the administrative framework provided by the education network, combined with the resources and the approaches favoured by this type of program, implies activities in which student services must participate in order to ensure that young people have the fullest possible benefit of the various measures intended for them.

5.2.5 Elimination of Sex-Role Stereotypes in School

The elimination of sex-role stereotypes, advocated by the Conseil du statut de la femme[1] and supported by the government, concerns all personnel working in student services. Action should be taken to make students and educators aware of sexism. Academic and vocational guidance, because of the key role it plays in the students' choice of career paths, can contribute a great deal to the elimination of sex-role stereotypes. Among other things, guidance counsellors must be conscious of the changing position of women in our society, and encourage girls to broaden their range of choices.

This new approach to guidance for girls must take into account the impact of technological change on certain stereotypical female jobs and the factors which can limit career choices for girls, and define the characteristics of girls who choose non-traditional areas in their education.

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[1] Québec, Conseil du statut de la femme, **Québécoises! Equality and Autonomy** (Québec: Éditeur officiel, 1979).

5.2.6 Cultural Communities

On February 22, 1985, the ministère de l'Éducation made public the report of the Committee on Québec Schools and Cultural Communities.[1] This committee had been mandated to identify the educational services offered to students from various cultural communities, to outline steps to be taken to improve the quality of those services, and finally to make proposals for the further development of intercultural education in Québec schools.

A number of the recommendations contained in the report concern student services. These recommendations include countering racial and ethnic discrimination in schools, distributing the guide to interpreting the **Charter of Human Rights and Freedoms** to elementary and secondary school students, organizing intercultural education activities, and studying why students belonging to various cultural communities drop out of school.

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[1] Québec, ministère de l'Éducation, **Québec Schools and Cultural Communities: Summary of the Report by the Committee**, Code 28-1754A (Québec: ministère de l'Éducation, 1985). Translator's note: In this report, the term "cultural communities" is used for cultural communities other than Amerindians, Inuit and people of French or English origin.

6.0 DIVISION OF RESPONSIBILITIES

The recommended goals and areas of intervention of student services having been specified, it is important to define the general responsibilities regarding these services.

6.1 Responsibilities of School Boards and Schools

6.1.1 Organization of Student Services

In accordance with its responsibilities regarding the organization of educational services,[1] the school board organizes and maintains student services in the schools under its jurisdiction. The school administration participates in planning educational activities and regulations relating to their implementation in schools.[2]

School boards cannot, however, establish student services in areas which fall under the jurisdiction of a ministry other than the ministère de l'Éducation. Instead, they must make agreements with the bodies or the ministries concerned with respect to the content of activities in these areas and the procedures for administering of these activities.

Student services activities are established by school boards in accordance with the needs expressed by their schools. **The orientations outlined in this document are relatively general, and are intended to provide guidelines to schools and school boards.**

The nature and size of student services will vary from one school board to another and from one school to another, depending on the ages, levels and needs of the students, and the priorities which have been established. For example, speech therapy services can play a significant role in preschool education and in the first cycle of elementary school, while guidance and job

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[1] **Education Act**, Section 189, (3).

[2] **Education Act**, Section 32.3, 2nd paragraph.

placement services are more important in secondary school. Similarly, at the preschool level, such things as supervised student activities and extra-curricular activities are integrated into the regular preschool program, whereas in secondary school, separate activities should be provided in these areas.

6.1.2 Recruitment and Assignment of Personnel

The school board is responsible for the management of human resources.[1] It assigns personnel in keeping with its needs and the collective agreements currently in effect. Generally, these agreements make provision for professional development, among other things.

6.1.3 Coordination of Student Services

Coordination affects all areas of intervention provided for by the **Regulation Respecting the Basis of Elementary School and Preschool Organization** and the **Regulation Respecting the Basis of Secondary School Organization.** More generally, however, the school board's student services coordinator should also be concerned with all responsibilities related to student services, such as school attendance, the social and vocational integration of young people, and the administration of school and municipal agreements.

Proper supervision of student services by the school board is necessary in order to meet students' needs efficiently and ensure equitable distribution of resources among various schools. It also permits more cohesive action by the specialists in different fields. It provides the guidance and support necessary to ensure that services are of the best quality possible and that they are adjusted in light of evaluations. Finally, effective coordination helps many of the non-teaching professionals assigned to schools overcome feelings of isolation.

In cases where the student population is small and scattered among many schools, and where professional resources are limited, it may be necessary to group professional resources together at the school board level. This may be the only way to ensure equitable distribution of services throughout a given area. It also ensures the continuity and complementarity of these services. In addition, a particular school may not require the services of specialists for certain services. Grouping of student services at the school board level makes it all the more necessary to have a student services coordinator.

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[1] **Education Act**, Section 189, (9).

6.2 Responsibilities of Educators

Student services are provided by school personnel, including teachers, non-teaching professionals and administrators. It is essential that all educators, including parents through their committees, participate in the organization and implementation of student service activities.

6.2.1 The Role of Students

Education cannot be achieved without the participation of the students. They are the primary agents in their own development, and have the primary responsibility for their own education. Their active participation is essential, not only in their school work, which no one can do for them, but also in the overall educational process.[1] By expressing their needs and affirming their own interests, students can have an influence on the orientations of the various learning activities in which the school staff asks them to participate. It is therefore important, in the area of student services, that students should be asked to contribute to the planning and selection of activities related to educational services.

In addition, by establishing a system of representation designed to present and defend their interests, students can make their needs and aspirations known to the relevant individuals and groups in their school or school board. This role as active and responsible participants will inevitably be demanding, but when all students contribute according to their abilities, it will help to ensure that they receive the attention they want and need.

6.2.2 The Role of Teachers

Because of their continuous contact with students, teachers have a key role to play in the organization, supervision, and animation of school life. Their influence on students is decisive in many areas such as motivation, work habits and behaviour. Their constant presence enables them to understand and respond to the particular needs and problems of every individual student, whether these are temporary or long-term, minor or serious, whether they are related to learning or adjustment to the school milieu, whether they are related to the family setting, health or personal decisions.

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[1] Québec, ministère de l'Éducation, **Pupils and Students: An Active, Responsible Presence**, Code 28-1596A (Québec: ministère de l'Éducation, 1982), p. 16.

With regard to the services provided by specialists, teachers have a role to play in observing students and detecting problems, and, when necessary, directing students to the services of non-teaching professionals. Teachers also have an important role to play in providing support for these specialists.

6.2.3 The Role of Non-Teaching Professionals

The work of non-teaching professionals is directed toward meeting certain special needs students may have. Interventions may take various forms, depending on the professional's specialization. In all instances, however, non-teaching professionals try to provide support for both other educators and parents. They may work with individual students or groups.

These specialists come from the school system, or from any other network which, by agreement, provides student services. If the various forms of intervention mentioned above prove insufficient, the possibility of calling on other organizations or specialists should be considered.

Some specialists who are assigned directly to the development and implementation of various activity programs may also play a leading role in student services. For example, a specialist assigned to a school and acting as a consultant to other educators or directly to students may be involved in the organization of student activities. These specialists may also participate, where appropriate, in other areas of intervention of student services.

6.2.4 The Role of the School Administration

The variety of people involved in student services increases the need to coordinate their work in order to ensure the full achievement of the objectives for these services within the general framework of educational services. This coordination within the school is primarily the responsibility of the school administration, which exercises the rights, powers and functions assigned to it by the **Education Act**.[1]

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[1] **Education Act**, Section 32.4.

These rights, powers and functions include the following obligations: to ensure that the school has a specific orientation or an educational project, to ensure the application of the **Regulation Respecting the Basis of Elementary School and Preschool Organization** and the **Regulation Respecting the Basis of Secondary School Organization**, to submit the school's budget to the school board for approval and to administer that budget, and to make and enforce by-laws governing the internal administration of the school.

6.2.5 The Role of the Parents

All parents should be informed by school principals of the student service activities offered to students.[1] School and parent committees provide parents with opportunities to voice their views on various topics related to student services. Parents should also be invited to participate in, and even initiate some of these activities. In many schools, parents play this kind of active role, especially at the preschool and elementary levels.

Parents also have the right to be informed and consulted concerning any intervention aimed at solving a problem involving their own child. The school should encourage them to collaborate in such interventions.

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[1] **Education Act**, Section 32.4 (6) and (7).

7.0 THE ROLE OF THE MINISTÈRE

With its publication of **School: A Place to Grow**, the ministère de l'Éducation is proposing a general framework for the organization of student services. This proposal is addressed to everyone involved in the school system, and outlines the orientations which should be given priority with regard to these services.[1]

At the same time, the Ministère is specifying the responsibilities of school boards, schools[2] and educators, and encouraging them to use every means at their disposal to see that every student has the benefit of these services. The Ministère is committed to supporting the development of these services in various ways.

7.1 Preparation of Support Documents

In order to make it easier for school boards and schools to carry out their responsibilities regarding the development of student services, the ministère de l'Éducation will continue preparing **various guides and instruments.**

In 1984, the Ministère published in French a guide to extra-curricular activities, and activity guides for school psychology, scholastic and vocational guidance, speech therapy, psychoeducation and Catholic pastoral animation services. These guides are being revised in 1987, and for the first time, an information guide on drugs and youth has been published.[3] If necessary, more guides could be published explaining various aspects of the implementation and development of student services, or dealing with related topics. School boards can use these guides to determine which activities are best suited to the students in their schools.

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[1] These orientations are based on the sections of the **Regulations** dealing with student services.

[2] The word **school** here includes private educational institutions which are not under the jurisdiction of a school board.

[3] See the list of support documents at the end of this document.

The Ministère has also produced **handbooks of objectives** for Catholic pastoral animation in elementary and secondary schools.[1] In addition, to help pastoral animators in preparing and conducting their activities with groups of students, **planning guides** will also be published.

Two instruments for evaluating students' school experiences, one for elementary school and one for secondary school, and an instrument for identifying students likely to drop out of school have also been prepared, and are available for schools who wish to use them.[2]

Finally, instruments for evaluating student services will be prepared in order to better enable the Ministère, school boards, schools and educators to evaluate the attainment of objectives, and the quality and the quantity of services provided.

7.2 Distribution of Documents and Introduction into the School System

The implementation of the organizational framework for student services requires that the orientations presented in this document, or in support guides and instruments have the support of the Ministère and all other agencies involved. To this end, the Ministère, through the Direction de l'adaptation scolaire et des service complémentaires, will continue to provide documents relating to student services.

The responsibility for the implementation of the various guidelines relating to student services rests with the Direction générale des régions and the directions régionales, which work in collaboration with school boards to help educators become familiar with documents produced by the Ministère.

7.3 Service Agreements

The ministère de l'Éducation is committed to encouraging agreements between school boards and institutions under the jurisdiction of other ministries and other agencies. To this end, agreements will be drawn up between the Ministère and the other ministries or agencies concerned.

The Ministère will also collaborate in the preparation, publication and distribution of documents which deal with student services which are provided by ministries or agencies other than the ministère de l'Éducation (e.g. school health services).

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[1] See page 22.

[2] See the list of support documents at the end of this document.

8.0 CONCLUSION

The purpose of this document on possible considerations in organizing student services, published and distributed by the ministère de l'Éducation, is to meet needs for the further development of student services. Along with related documents and materials, it is intended to respond to particular concerns expressed by school boards during consultations with the ministère de l'Éducation.

Many schools and school boards have already organized excellent student services and the Ministère has drawn extensively on their experience in its preparation of **School: A Place to Grow**. It is hoped that this document will help increase awareness and appreciation of these achievements, and that it will encourage all schools and school boards to further develop their student services in accordance with their own special needs and aspirations.

9.0 LIST OF SUPPORT DOCUMENTS

Québec. Ministère de l'Éducation. **Does School Interest Me? Information and Administration Guide** (Code 16-1104A). Québec: ministère de l'Éducation, 1983.

Québec. Ministère de l'Éducation. **Does School Interest Me? Questionnaire** (Code 16-1104-01A). Québec: ministère de l'Éducation, 1983.

Québec. Ministère de l'Éducation. **Guide d'activités parascolaires** (Code 16-1112-10). Québec: ministère de l'Éducation, 1984.

Québec. Ministère de l'Éducation. **My Life in Elementary School (Second Cycle): Information and Administration Guide** (Code 16-1108A). Québec: ministère de l'Éducation, 1984.

Québec. Ministère de l'Éducation. **My Life in Elementary School (Second Cycle): Pupils' Questionnaire** (Code 16-1108-01A). Québec: ministère de l'Éducation, 1984.

Québec. Ministère de l'Éducation. **My Life in Secondary School: Information and Administration Guide** (Code 16-1106A). Québec: ministère de l'Éducation, 1984.

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Québec. Ministère de l'Éducation. **Le phénomène-drogue et les jeunes; document de l'information** (Code 28-1860). Québec: ministère de l'Éducation, 1987.

Québec. Ministère de l'Éducation. **Les services d'animation pastorale catholique à l'école; guide d'activités** (Code 28-1862). Québec: ministère de l'Éducation, 1987.

Québec. Ministère de l'Éducation. **Les services de psychoéducation à l'école; guide d'activités** (Code 28-1865). Québec: ministère de l'Éducation, 1987.

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Québec. An Act to Secure the Handicapped in the Exercise of Their Rights. Québec: Éditeur officiel, 1978.

Québec. Charter of Human Rights and Freedoms (amended in 1982). Québec: Éditeur officiel, 1982.

Québec. Civil Code of the Province of Québec. 1981.

Québec. Education Act. Québec: Éditeur officiel, 1964.

Québec. Summary Convictions Act (amended, among other times, in 1984). Québec: Éditeur officiel, 1984.

Québec. Youth Protection Act (amended in 1981 and 1984). Québec: Éditeur officiel, 1977.

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Québec. Commission des Droits de la Personne du Québec. **Young, Equal in Rights and Responsible** (Code 51-3870A). Québec: Commission des Droits de la Personne, 1982.

Québec. Comité catholique du Conseil supérieur de l'éducation. **Religion in Today's School 5: Pastoral Animation** (Code 50-1006A). Québec: Conseil supérieur de l'éducation, 1984.

Québec. Comité protestant du Conseil supérieur de l'éducation. **Quest for Quality in the Protestant Public Schools in Québec.** By Nathan H. Mair. (Code 50-1500A). Québec: Conseil supérieur de l'éducation, 1980.

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Québec. Ministère de l'Éducation. **Adapting Schools to their Milieux: Policy Statement for Economically Disadvantaged Areas** (Code 28-1360A). Québec: ministère de l'Éducation, 1980.

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Québec. Ministère de l'Éducation. **Gifted and Talented Students at School** (Code 28-1741A). Québec: ministère de l'Éducation, 1985.

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Québec. Ministère de l'Éducation. **Handbook of Pastoral Animation Objectives for Elementary and Preschool Education** (Code 32-5200A). Québec: ministère de l'Éducation 1984.

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Gouvernement du Québec
Ministère
de l'Éducation

School is a place for teaching and learning, but it is also a place for total education where students assume their role as independent, responsible citizens.

To foster continuous progress towards maturity, the school offers various services which provide students with constant support while permitting them to play an active role in their own development.

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